

2018-2019

EPP Bachelor Performance Report

Pfeiffer University



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Overview of the Institution

Pfeiffer University is a globally engaged, regional university distinctive for its transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs. Vested in its history as a United Methodist-related university and propelled forward by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality, and service.

Pfeiffer University began in 1885 as a mission school. From there, it evolved into a high school, then into a junior college, later into a four-year liberal arts college, and finally, into a multi-campus University. Three campuses provide the primary instructional facilities. The 340-acre main campus located in Misenheimer, 40 miles northeast of Charlotte, houses the traditional undergraduate program. This campus is a traditional campus, enhanced by plentiful parking, a lake, and picturesque surroundings. Approximately one-third of the students in the traditional undergraduate program are commuters.

The Charlotte campus is an urban complex that houses the Adult Degree Completion Program and the Graduate Programs. The Research Triangle campus is located in Morrisville and serves graduate business, leadership, marriage and family therapy, and health administration students. Along with these sites, Pfeiffer offers degree programs at satellite locations including Wake Med, Novant: Forsyth Memorial Hospital, and Moses Cone Hospital. Also, online cohort groupings are offered in various degree programs.

In Fall 2018, a total of 1,365 students were enrolled at Pfeiffer. There were 900 students in the undergraduate programs (including the adult degree completion program) and 465 students in the graduate programs. Undergraduates earn Bachelor of Arts degrees in 14 majors and Bachelor of Science degrees in 12 majors. The Adult Degree Completion Program offers bachelor's degrees in business management and leadership, criminal justice, health administration, human relations, and elementary education. The Division of Graduate Studies offers degrees in business administration, financial fraud investigation, health administration, organizational leadership, religion and practical theology, marriage and family therapy, physician assistant studies, and teacher education.

Among Pfeiffer's priorities are accessibility and affordability. Coursework in all programs is delivered through face-to-face, hybrid, and/or online instruction by highly qualified faculty. More than 90% of Pfeiffer's students receive some sort of financial assistance in pursuing their degrees.

Pfeiffer University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) and awards bachelor's and master's degrees. In addition to institutional accreditation by SACS, in collaboration with the American Association for Marriage and Family Therapy (AAMFT), the marriage and family therapy program is accredited by the Commission on the Accreditation of Marriage and Family Therapy Education (COAMFTE). Pfeiffer University's Nursing Program is accredited by the Commission on Collegiate Nursing Education (CCNE). The Teacher Education programs at Pfeiffer are approved by the North Carolina Department of Public Instruction (NCDPI) and accredited by the National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP).

Special Characteristics

The Division of Education at Pfeiffer University develops servant leaders for professional practice through a challenging curriculum and numerous, highly engaging field experiences in local p-12 settings. All candidates for licensure prepared through the Division of Education have opportunities to engage in research, enrich culturally, develop ethically, and network with other educators. These experiences enhance their academic pursuits and classroom instruction which is delivered by exemplary faculty who remain connected to the p-12 classroom through both scholarship and service.

The Teacher Education Program at Pfeiffer University is accessible to nontraditional students through instructional delivery through distance learning. Unencumbered articulation agreements with community college partners and the Regional Alternative Licensure Center (RALC) make Pfeiffer's programs especially user-friendly to students who transfer from the community college system and to lateral entry teachers in our primary service area.

Increased emphasis on academic scholarships and scholastic awards has elevated the Division of Education's profile with prospective students. University scholarships for targeted students as well as a 40% tuition scholarship for persons who work full time in a school setting showcase

Pfeiffer’s commitment to preparing the next generation of teachers for service to the public schools of North Carolina.

Program Areas and Levels Offered

Pfeiffer University's Division of Education offers undergraduate programs leading to initial licensure in the following areas: Comprehensive Science (9-12), Elementary Education (K-6), English (9-12), Mathematics (9-12), Social Studies (9-12), Music (K-12), Health and Physical Education (K-12) and Special Education: General Curriculum (K-12).

Two multi-level programs are offered at the master’s level in Elementary Education (K-6) and Special Education: General Curriculum (K-12). In these programs, candidates earn endorsements for initial licensure at the conclusion of phase one coursework and successful completion of the internship experience and endorsements for advanced licensure at the conclusion of phase two coursework and successful completion of all degree requirements. Both of these programs are Master of Arts in Teaching (MAT) programs.

The Division of Education also offers advanced level programs at the master’s level which include Elementary Education, Special Education – General Curriculum, and Curriculum and Instruction; these programs lead to the Master of Science in Education (M.S.E.) degree.

At the present time, the Division of Education is examining the feasibility of continuing the Music Education program. Due to the Division’s review of this program, no new candidates have been admitted to the Music Education (K-12) program this academic year.

Pathways Offered (Place an ‘X’ under each of the options listed below that your EPP Provides)

| Traditional | Lateral Entry | Residency |
|-------------|---------------|-----------|
| X | X | X |

Brief description of unit/institutional efforts to promote SBE priorities.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

Students participate in a curriculum that includes strategies for instructing students with limited English proficiency and mild to moderate disabilities. Coursework also includes strategies for collaboration within the school community. In methods courses, field experiences and clinical practice, candidates apply skills in accommodation and universal design for learning, IEP development, as well as collaboration to serve students with and without disabilities. All candidates develop differentiated lessons and units to meet the needs of various learners during field experiences and clinical practice. During the student teaching/internship semester, all candidates complete a performance assessment in which they showcase their abilities to positively impact student learning for all learners in the classroom.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

All teacher education candidates take coursework focused on teaching students with limited English proficiency and mild to moderate disabilities within a general education setting. This coursework also includes topics in collaboration within the school community. Students must apply collaboration skills in methods courses, field experiences and clinical practice. They implement SIOP and UDL, as appropriate, in the development of differentiated lessons and units, to serve students with various learning needs during field experiences and clinical practice. All initial licensure candidates are required to complete a performance assessment during the student teaching/internship experience that showcases their abilities to positively impact student learning for all learners in the classroom.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

All undergraduate students are required to take EDUC 225: Educational Technology. Students must then use the acquired skills in subsequent methods courses, field experiences and clinical practice. Skills include using technology for instructional delivery as well as instructional management for student achievement. Candidates apply their learning in field experiences and in student teaching. Candidates document their proficiency through the development of a two-phase technology portfolio and as part of their culminating performance assessment from the clinical (student teaching) experience, the PPAT. Candidates are also evaluated during the student teaching semester related to these goals by their cooperating teachers and university supervisors. The graduate programs in teacher education integrate technology instruction into the courses taught. Preliminary competencies are evaluated upon entry into the program. If a candidate is deemed to need additional preliminary coursework, that expectation is added to his/her acceptance and plan of study. All candidates examine technology and its application as it relates to the various subject areas/disciplines in the field. Data management and analysis are introduced in the pedagogy sequence and demonstrated in the field experiences and internship. Candidates are expected to demonstrate competency through the culminating performance assessment in the initial licensure phase of their program, the PPAT. As part of the internship semester, candidates are evaluated on these goals by their cooperating teachers and university supervisors. New Digital Literacy Standards have recently been developed in North Carolina. The Division of Education has worked diligently to review programs, courses, and products to ensure that these standards are implemented in the programs of study leading to licensure endorsement at both the initial and advanced levels. In the spirit of continuous improvement, the faculty in the Division of Education regularly review the course content/competencies specific to technology in light of the newly adopted standards. Adjustments have also been implemented to align coursework/competencies with new standards set by the Council on the Accreditation of Educator Preparation (CAEP).

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

In addition to the work described above, candidates in the programs leading to initial licensure at both the undergraduate and graduate levels complete a course related to assessment. While the use of technology for managing and manipulating data for decision making is not the whole focus of the courses, it is a significant component of the instruction, both directly and indirectly. Along with coursework and implementation in the accompanying field experience, these concepts are reinforced in all of the methods courses taken in the myriad programs. Final evaluation of candidates' mastery is undertaken as part of the performance assessment (PPAT) in the final clinical experience (student teaching/graduate internship).

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Undergraduate candidates pursuing elementary licensure (K-6) at Pfeiffer University are required to take a course titled "Arts in the Elementary School". This course introduces candidates to the arts and ways to integrate them into instruction across the curriculum. These ideas are expanded in the methods courses. All candidates (undergraduate and graduate) for initial licensure in elementary education develop a formal interdisciplinary unit of instruction as one of the major assessments in their program of study.

Explain how your program(s) and unit conduct self-study.

The Division of Education at Pfeiffer University has developed a comprehensive, inclusive assessment program for self-study and continuous improvement. The Division has thoughtfully integrated the NC Department of Public Instruction (NCDPI) and Council for the Accreditation of Educator Preparation (CAEP) mandates for candidate assessment with the University's Student Learning Outcomes (SLOs) system. Likewise, the Division has made program-specific assessments a part of this comprehensive system.

Data are collected each semester. Due to the small size of the programs, data are reviewed informally each term, with formal reporting occurring one time each academic year. Program faculty are responsible for reviewing data and drawing conclusions to be reported to the Division faculty, Dean, and the University Assessment System.

The Division maintains a Partner Advisory Committee for its programs. Assessment data are shared with members of this committee annually and implications for future planning are discussed. This body meets at least two times each academic year.

While these data are summative in nature, the Division faculty is also committed to ongoing, formative assessment. Course outcomes and products are discussed regularly at department and Division meetings. Minor adjustments are made, as needed, to better address the student learning outcomes for courses taught.

All of the data gathered are used to plan for academic program adjustments, faculty development, budgeting, and numerous other initiatives. Data-driven decision making is key to the Division of Education's ongoing success.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Each student in the Teacher Education program at Pfeiffer University completes a series of early field experiences that correlate to the various competencies in the courses they are taking. Candidates are in public schools each semester in which they are enrolled in the Teacher Education program at Pfeiffer University. We have been in on-going discussions with our LEA

partners to examine the availability of placements for the myriad requirements necessary for successful development of quality beginning teachers. All students in programs leading to licensure at Pfeiffer University engage in field experiences over at least one full semester in a low performing school in the service area.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

The faculty in the Division of Education is working with our partner LEAs to determine the most prudent way to effectively implement this new requirement. It has been the practice of the teacher education program to assign students to the final field placement in their methodology courses in the same classroom in which they will conduct their student teaching experience. The Division faculty continues to look for additional options that might better meet this need in the future.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

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| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Montgomery County Schools; Stanly County Schools |
| Start and End Dates | October 2018 - ongoing |
| Priorities Identified in Collaboration with LEAs/Schools | To implement the requirements outlined in the US DOE Teacher Quality Partnership Grant, REPertoire, awarded in October 2018; To recruit, train, support, and retain quality educators in high needs areas for high needs schools in rural counties; To support the LEAs with STEM education and reading instruction |
| Number of Participants | 100 students and teachers |
| Activities and/or Programs Implemented to Address the Priorities | This TQP Grant initiative began in October. To date, we have ramped up personnel to begin the initiatives. Licensure preparation courses are being developed. A recruitment and retention plan has been established. The Division faculty have approved a Diversity Statement for teacher education at Pfeiffer. Teacher professional development has begun. |

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| Summary of the Outcome of the Activities and/or Programs | Since this is a new initiative, outcome measures have not begun. The professional development offered to teachers in the schools and to candidates in the teacher education program has been well-received. Requests for additional programming has been requested. A grant director has been employed to oversee the entire implementation of the grant deliverables. |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Stanly County Schools |
| Start and End Dates | August 2018 - May 2018 |
| Priorities Identified in Collaboration with LEAs/Schools | To support student achievement at East Albemarle Elementary School |
| Number of Participants | 338 students |
| Activities and/or Programs Implemented to Address the Priorities | Pfeiffer faculty and teacher education candidates provided weekly classroom support and supplemental instruction across all subject areas; candidates also served as mentors to identified students |
| Summary of the Outcome of the Activities and/or Programs | Teachers and administrators provided feedback on each candidate's teaching and interactions with the public school students. This feedback was overwhelmingly positive and noted impacts on student growth in both academic and social/behavioral areas. Candidates' self-evaluations showed similar results. |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Stanly County Schools; Rowan-Salisbury Schools; Randolph County Schools; Charlotte-Mecklenburg Schools |
| Start and End Dates | June 2018 - July 2018 |
| Priorities Identified in Collaboration with LEAs/Schools | To support academic success in core academic areas and build interest/excitement in STEM fields |
| Number of Participants | 151 students |
| Activities and/or Programs Implemented to Address the Priorities | Organized, planned, facilitated, and evaluated elementary and middle school level STEM camp opportunities including coding, robotics, and dissection for interested students. |
| Summary of the Outcome of the Activities and/or Programs | Attitude surveys indicated that students enjoyed the experiences provided in STEM camp and learned new ideas; based on success, additional funding has been provided for expansion of the camp for the coming year; interest in the camp opportunities remains very high. |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Stanly County Schools; Randolph County Schools; Charlotte-Mecklenburg Schools |
| Start and End Dates | January 2019 & June 2019 |
| Priorities Identified in Collaboration with LEAs/Schools | To support the annual assessment program within the schools |
| Number of Participants | 113 students |

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| Activities and/or Programs Implemented to Address the Priorities | Served as proctors for both End of Grade (EOG) and End of Course (EOC) tests. |
| Summary of the Outcome of the Activities and/or Programs | Successful administration of the required testing for students in the general education and special education settings. |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Stanly County Schools |
| Start and End Dates | May 2019 - June 2019 |
| Priorities Identified in Collaboration with LEAs/Schools | To support college preparation for interested students |
| Number of Participants | 28 students |
| Activities and/or Programs Implemented to Address the Priorities | Developed, delivered, and evaluated an intensive workshop for students preparing to take the SAT/ACT as a college entrance requirement |
| Summary of the Outcome of the Activities and/or Programs | End of workshop evaluations indicated that students felt more prepared for the SAT/ACT exams that they were scheduled to take; results from the test were not yet available |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Rowan-Salisbury Schools |
| Start and End Dates | January 2019 - February 2019 |
| Priorities Identified in Collaboration with LEAs/Schools | To support student academic success in content areas |
| Number of Participants | 42 students |
| Activities and/or Programs Implemented to Address the Priorities | Served as annual judges/evaluators for the academic science fair sponsored by Rockwell Elementary School |
| Summary of the Outcome of the Activities and/or Programs | Successful evaluation of the student-designed projects; director reported high parental involvement and student engagement. |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Stanly County Schools |
| Start and End Dates | October 2018 - April 2019 |
| Priorities Identified in Collaboration with LEAs/Schools | To engage students in development of lifelong health and wellness. |
| Number of Participants | 359 students |
| Activities and/or Programs Implemented to Address the Priorities | Led monthly meetings to plan and prepare for World Health Day event with the wellness committee; supervised annual event on both the Pfeiffer and Richfield Elementary School campuses. |
| Summary of the Outcome of the Activities and/or Programs | Participants reported that the event was a success; evaluations of the event indicated the need for some logistics changes, but the overall learning experience was positive. |

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| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Gray Stone Day School (Charter - Stanly County) |
| Start and End Dates | September 2018 - June 2019 |
| Priorities Identified in Collaboration with LEAs/Schools | To provide ongoing leadership to the operation of the school |
| Number of Participants | 600 students |
| Activities and/or Programs Implemented to Address the Priorities | Served on the board of directors; attended monthly board meetings to discuss and make decisions regarding curriculum, policy, budget, personnel, athletics, facilities, and other board issues. |
| Summary of the Outcome of the Activities and/or Programs | Gray Stone Day School continues to be a leading charter school in NC; expansion to include middle school grades was successful. |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Stanly County Schools; Randolph County Schools |
| Start and End Dates | October 2018 - May 2019 |
| Priorities Identified in Collaboration with LEAs/Schools | To support the efforts of the Special Olympics movement |
| Number of Participants | 150 students |
| Activities and/or Programs Implemented to Address the Priorities | Served as a Special Olympics Athletics Coach, Program Volunteer, and Event Organizer; developed safe, healthy, positive experiences for students engaged in the Young Athletes initiative. |
| Summary of the Outcome of the Activities and/or Programs | Successful completion of games by all of the students participating who engaged in training program; positive feedback from participants, caregivers, volunteers, and organizers regarding the success of the games and other activities. |
| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Charlotte-Mecklenburg Schools |
| Start and End Dates | September 2018 - June 2019 |
| Priorities Identified in Collaboration with LEAs/Schools | To support classroom teachers in meeting academic needs of students. |
| Number of Participants | 26 students |
| Activities and/or Programs Implemented to Address the Priorities | Provided classroom support in planning, instruction, and assessment for a content area teacher working in the special needs school setting; engaged in strategy development with classroom teacher to increase resources in his teacher toolbox. |
| Summary of the Outcome of the Activities and/or Programs | The teacher reported increased engagement in student learning and less frequent behavioral interventions; over the course of the years he has been working with us, student growth on End-of-Course tests, teacher-made assessments, and district-administered exams has increased. |

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| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Stanly County Schools |
| Start and End Dates | September 2018 & January 2019 |
| Priorities Identified in Collaboration with LEAs/Schools | To provide support to students in core academic subjects |
| Number of Participants | 86 students |
| Activities and/or Programs Implemented to Address the Priorities | Provided graphing calculator workshops for students in cooperation with the Mathematics Majors Club on campus. |
| Summary of the Outcome of the Activities and/or Programs | Student exit evaluations indicated a successful workshop; teachers reported students' use of calculators for advanced functions did improve after workshop session. |
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| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Stanly County Schools |
| Start and End Dates | January 2019 - May 2019 |
| Priorities Identified in Collaboration with LEAs/Schools | To support the physical development of students identified with special needs |
| Number of Participants | 8 students |
| Activities and/or Programs Implemented to Address the Priorities | Provided weekly swimming outings for developmentally delayed students. |
| Summary of the Outcome of the Activities and/or Programs | Student engagement increased over the semester; student skill levels saw mild growth as evidenced by formative assessment conducted by Pfeiffer teacher education candidates; teachers reported student excitement for the weekly trip. |
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| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Stanly County Schools |
| Start and End Dates | August 2018 - June 2019 |
| Priorities Identified in Collaboration with LEAs/Schools | To support the extracurricular activities provided by the schools |
| Number of Participants | 300 students |
| Activities and/or Programs Implemented to Address the Priorities | Served as a member of the board of directors of the Booster Club at North Stanly High School; served as social platform director; engaged in numerous activities for fundraising; planned events for student athletes; supported student athletes each season; served as social media coordinator and athletics photographer. |
| Summary of the Outcome of the Activities and/or Programs | The Booster Club had a very successful year in supporting all of the athletic and other extracurricular activities offered through the school; strong fundraising campaign; increased web presence for boosters and for school athletic performance. |
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| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Uwharrie Charter Academy (Charter - Randolph County) |
| Start and End Dates | September 2018 - June 2019 |
| Priorities Identified in Collaboration with LEAs/Schools | To provide ongoing leadership to the operation of the school |
| Number of Participants | 250 students |
| Activities and/or Programs Implemented to Address the Priorities | Served on the board of directors; attended monthly board meetings to discuss and make decisions regarding curriculum, policy, budget, personnel, athletics, facilities, and other board issues. |
| Summary of the Outcome of the Activities and/or Programs | Uwharrie Charter School had a very successful school year; enrollment remains high; interest remains high; student success remains high. |
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| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Uwharrie Charter Academy |
| Start and End Dates | July 2018 - April 2019 |
| Priorities Identified in Collaboration with LEAs/Schools | To support co-curricular activities for students |
| Number of Participants | 16 students |
| Activities and/or Programs Implemented to Address the Priorities | Served as the advisor for the school's Mock Trial team; hosted a Mock Trial camp at Pfeiffer for Uwharrie students and participants from other schools. |
| Summary of the Outcome of the Activities and/or Programs | Both teams competed at the regional competition and were pleased with their performance. Increased critical thinking and communication skills were evidenced as the training progressed. |
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| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | West Montgomery High School |
| Start and End Dates | August 2018 - November 2018 |
| Priorities Identified in Collaboration with LEAs/Schools | To support extra-curricular activities at the school |
| Number of Participants | 200 students |
| Activities and/or Programs Implemented to Address the Priorities | Served as a volunteer physician assistant to cover athletic events; conducted sports physicals. |
| Summary of the Outcome of the Activities and/or Programs | Successful management of student injuries during athletic events; cleared dozens of students to participate in athletic endeavors. |
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| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Charlotte-Mecklenburg Schools; Stanly County Schools; Gray Stone Charter School |
| Start and End Dates | August 2018 - June 2019 |

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| Priorities Identified in Collaboration with LEAs/Schools | To build STEM knowledge in students; to support classroom teachers in facilitating hands-on STEM learning at the high school level (related to genetics) |
| Number of Participants | 120 students; 7 teachers |
| Activities and/or Programs Implemented to Address the Priorities | Developed, implemented, and evaluated DNA Technology modules that engaged students through hands-on participation and investigation; development of collaboration skills and confidence; held a five-day residential camp for students. |
| Summary of the Outcome of the Activities and/or Programs | All of the assessment data show a significant increase in content knowledge with regard to our DNA modules, an increase in excitement about STEM, and an increase in thoughts of pursuing a career in a STEM field after completion of the program. |

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

| Gender | Number |
|------------------------------------|--------|
| Male | 1 |
| Female | 15 |
| Race/Ethnicity | Number |
| Hispanic / Latino | |
| Asian | |
| African-American | 2 |
| American Indian / Alaskan Native | |
| Native Hawaiian / Pacific Islander | |
| White | 14 |
| Multi-Racial | |
| Student does not wish to provide | |

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

| Full-Time | | | | |
|---------------|----------------------------------|---|----------------------------------|----|
| | Male | | Female | |
| Undergraduate | Asian | | Asian | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | 3 |
| | Hispanic/Latino | | Hispanic/Latino | |
| | Am Indian/Alaskan Native | | Am Indian/Alaskan Native | |
| | Native Hawaiian/Pacific Islander | | Native Hawaiian/Pacific Islander | |
| | White | 2 | White | 19 |
| | Multi-Racial | | Multi-Racial | |
| | Not Provided | | Not Provided | |

| | | | | |
|----------------|----------------------------------|---|----------------------------------|----|
| | Total | 2 | Total | 22 |
| Licensure-Only | Asian | | Asian | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic/Latino | | Hispanic/Latino | |
| | Am Indian/Alaskan Native | | Am Indian/Alaskan Native | |
| | Native Hawaiian/Pacific Islander | | Native Hawaiian/Pacific Islander | |
| | White | | White | |
| | Multi-Racial | | Multi-Racial | |
| | Not Provided | | Not Provided | |
| | Total | - | Total | - |

| Part-Time | | | | |
|----------------|----------------------------------|---|----------------------------------|---|
| | Male | | Female | |
| Undergraduate | Asian | | Asian | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic/Latino | | Hispanic/Latino | |
| | Am Indian/Alaskan Native | | Am Indian/Alaskan Native | |
| | Native Hawaiian/Pacific Islander | | Native Hawaiian/Pacific Islander | |
| | White | | White | |
| | Multi-Racial | | Multi-Racial | |
| | Not Provided | | Not Provided | |
| | Total | - | Total | - |
| Licensure-Only | Asian | | Asian | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic/Latino | | Hispanic/Latino | |
| | Am Indian/Alaskan Native | | Am Indian/Alaskan Native | |
| | Native Hawaiian/Pacific Islander | | Native Hawaiian/Pacific Islander | |
| | White | | White | |
| | Multi-Racial | | Multi-Racial | |
| | Not Provided | | Not Provided | |
| | Total | - | Total | - |
| Residency | Asian | | Asian | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic/Latino | | Hispanic/Latino | |
| | Am Indian/Alaskan Native | | Am Indian/Alaskan Native | |
| | Native Hawaiian/Pacific Islander | | Native Hawaiian/Pacific Islander | |
| | White | | White | |
| | Multi-Racial | | Multi-Racial | |
| | Not Provided | | Not Provided | |
| | Total | - | Total | - |

C. Program Completers and Licensed Completers (reported by IHE).

| Program Area | Baccalaureate Degree | | Undergraduate Licensure Only | | Residency | |
|---|----------------------|----|------------------------------|----|-----------|----|
| | PC | LC | PC | LC | PC | LC |
| PC Completed program but has not applied for or is not eligible to apply for a license | | | | | | |
| LC Completed program and applied for license | | | | | | |
| Prekindergarten | | | | | | |
| Elementary | | 10 | | | | |
| MG | | | | | | |
| Secondary | | | | | | |
| Special Subjects | | 1 | | | | |
| EC | | | | | | |
| VocEd | | | | | | |
| Special Services | | | | | | |
| Total | 0 | 11 | 0 | 0 | 0 | 0 |

D. Undergraduate program completers in NC Schools within one year of program completion.

| 2017-2018 | | Student Teachers | Percent Licensed | Percent Employed |
|-----------|----------|------------------|------------------|------------------|
| Bachelor | Pfeiffer | 10 | 90 | 80 |
| Bachelor | State | 3,186 | 85 | 67 |

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

| LEA | Number of Teachers |
|-------------------------------|--------------------|
| Stanly County Schools | 152 |
| Charlotte-Mecklenburg Schools | 89 |
| Rowan-Salisbury Schools | 81 |
| Randolph County School System | 54 |
| Cabarrus County Schools | 50 |
| Montgomery County Schools | 38 |
| Union County Public Schools | 23 |
| Davidson County Schools | 19 |
| Kannapolis City Schools | 17 |
| Asheboro City Schools | 15 |

F. Quality of students admitted to programs during report year.

| Measure | Baccalaureate |
|-----------------|---------------|
| MEAN SAT Total | * |
| MEAN SAT-Math | N/A |
| MEAN SAT-Verbal | N/A |

| | |
|----------------------------------|--------|
| MEAN ACT Composite | 24.50 |
| MEAN ACT-Math | N/A |
| MEAN ACT-English | N/A |
| MEAN CORE-Combined | 490.61 |
| MEAN CORE-Reading | N/A |
| MEAN CORE-Writing | N/A |
| MEAN CORE-Math | N/A |
| MEAN GPA | 3.77 |
| Comment or Explanation: | |
| * Less than five scores reported | |

G. Scores of student teachers on professional and content area examinations.

| Specialty Area/Professional Knowledge | 2015-2016 Graduate Cohort Licensure Pass Rate after Three Years | | | | | | | |
|---|---|--|-----------------|-----------------------------|-----------------|-----------------------------|-----------------|-----------------------------|
| | Total Completers | 2015-16 Completers Employed 2016-17 | 16-17 Takers | 16-17 Percent Passing | 17-18 Takers | 17-18 Percent Passing | 18-19 Takers | 18-19 Percent Passing |
| Elementary (grades K-6) | 7 | 5 | 5 | 60 | 5 | 80 | 5 | 80 |
| Math (grades 9-12) | 1 | 1 | 1 | * | 1 | * | 1 | * |
| Social Studies (grades 9-12) | 1 | 1 | 1 | * | 1 | * | 1 | * |
| Health and Physical Ed | 2 | | | | | | | |
| Spec Ed: General Curriculum | 2 | 1 | 1 | * | 1 | * | 1 | * |
| Institution Summary | 13 | 8 | 8 | 63 | 8 | 75 | 8 | 88 |
| * To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. | | | | | | | | |
| **Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year. | | | | | | | | |

H. Time from admission into professional teacher education program until program completion

| Full Time | | | | | | |
|-------------------------|-------------------------|-------------|-------------|-------------|-------------|-------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 1 | 4 | | 1 | | |
| U Licensure Only | | | | | | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | 4 | 1 | | | |
| U Licensure Only | | | | | | |

| Residency | | | | | | |
|-------------------------|------------|-------------|-------------|-------------|-------------|-------------|
| | 1 semester | 2 semesters | 3 semesters | 4 semesters | 5 semesters | 6 semesters |
| Residency | | | | | | |
| Comment or Explanation: | | | | | | |
| | | | | | | |

I. Teacher Education Faculty

| Appointed full-time in professional education | Appointed part-time in professional education, full-time in institution | Appointed part-time in professional education, not otherwise employed by institution |
|---|---|--|
| 7 | 6 | 1 |

J. Field Supervisors to Students Ratio (include both internships and residencies)

| |
|-------|
| 15:11 |
|-------|

K. Teacher Effectiveness

| | | | | | | | |
|--|------------------|------------|------------|--------------|---------------|-------------|---------|
| Institution: Pfeiffer University | | | | | | | |
| Teacher Effectiveness | | | | | | | |
| <p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p> | | | | | | | |
| Standard One: Teachers Demonstrate Leadership | | | | | | | |
| | Not Demonstrated | Developing | Proficient | Accomplished | Distinguished | Sample Size | Missing |
| Inst. Level: | | N/A | 82.4% | N/A | N/A | 34 | 11 |
| State Level: | 0.1% | 3.6% | 70.7% | 24.6% | 1.1% | 8,496 | 808 |
| Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students | | | | | | | |
| | Not Demonstrated | Developing | Proficient | Accomplished | Distinguished | Sample Size | Missing |
| Inst. Level: | | N/A | 58.8% | 38.2% | | 34 | 11 |

| | | | | | | | |
|---|-------------------------------|-----------------------|-------------------------|--------------|---------------|-------------|---------|
| State Level: | 0.1% | 3.5% | 63.1% | 31.9% | 1.4% | 8,427 | 877 |
| Standard Three: Teachers Know the Content They Teach | | | | | | | |
| | Not Demonstrated | Developing | Proficient | Accomplished | Distinguished | Sample Size | Missing |
| Inst. Level: | | N/A | 82.4% | N/A | | 34 | 11 |
| State Level: | ~0.0% | 5.0% | 74.5% | 19.6% | 0.8% | 8,427 | 877 |
| Standard Four: Teachers Facilitate Learning for Their Students | | | | | | | |
| | Not Demonstrated | Developing | Proficient | Accomplished | Distinguished | Sample Size | Missing |
| Inst. Level: | | N/A | 82.4% | 14.7% | | 34 | 11 |
| State Level: | ~0.0% | 5.4% | 69.9% | 24.0% | 0.5% | 8,496 | 808 |
| Standard Five: Teachers Reflect on Their Practice | | | | | | | |
| | Not Demonstrated | Developing | Proficient | Accomplished | Distinguished | Sample Size | Missing |
| Inst. Level: | | N/A | 79.4% | 17.6% | | 34 | 11 |
| State Level: | ~0.0% | 4.1% | 72.9% | 21.9% | 1.0% | 8,427 | 877 |
| Student Growth: Teachers Contribute to the Academic Success of Students | | | | | | | |
| | Does Not Meet Expected Growth | Meets Expected Growth | Exceeds Expected Growth | Sample Size | Missing | | |
| Inst. Level: | N/A | 78.1% | 15.6% | 32 | 13 | | |
| State Level: | 22.0% | 64.7% | 13.0% | 6,228 | 3,076 | | |